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EDUCATION WEEK

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Carnegie Report Warns of Risks To Adolescents

Study Seen Swaying Fund's Grant-making

By Ellen Flax

WASHINGTON—Unless schools, health providers, parents, and policymakers join together to help young adolescents, a large proportion of today's teenagers will face troubled and unhealthy lives as adults, a report to be issued this week by the Carnegie Council on Adolescent Development concludes.

The report—which is expected to have a strong influence on the grant-making efforts of the council's sponsoring institution, the Carnegie Corporation of New York, to promote healthy lifestyles among young people—stresses that many young adolescents have adopted risky behaviors that may endanger their future well-being.

"By age 15, about a quarter of all young adolescents are engaged in behaviors that are harmful or dangerous to themselves or others," says the report, which was scheduled to be released here at a Carnegie-sponsored forum on adolescent health.

"Of 28 million adolescents between the ages of 10 and 18, approximately 7 million are at serious risk of being harmed by health- and even life-threatening activity, as well as by school failure" it contends. "Another 7 million are at moderate risk."

Continued on Page 10

Fate of Teachers in D.O.D. Schools Uncertain After Europe Drawdown

By Millicent Lawton

In the face of the massive drawdown of U.S. troops stationed in Europe, the Defense Department will close nearly 10 percent of its schools for military-related dependents in Germany this June.

Twelve schools will shut their doors, and another eight are being considered for closure, officials of the Department of Defense Dependents Schools disclosed this month.

The demise of the schools will leave hundreds of teachers, administrators, and other staff members to be transferred to other schools in the DODDS system, or possibly laid off, unless they choose to resign or retire, the officials said.

But with the school year now in its last months, individual school employees have not yet been apprised of their fates, a fact that sparks anger from some staff members and teachers'-union representatives.

Officials of the school system say they are working on matching remaining employees with staffing needs elsewhere and could have destinations for educators next month.

The closures of the schools—many others are reducing their staffs significantly to match waning enrollments—represent an "unprecedented" contraction of the DODDS system, according to Frank X. O'Gara, a spokesman in Germany for the Defense Department schools.

"This is part of your peace dividend," said Edward O. Turner, the chief of staffing for DODDS in the system's Arlington, Va., main office.

The system serves 132,000 children of U.S. military and civilian personnel stationed overseas in 250 schools in 19 countries, Marilyn Witcher, a spokesman in the

Continued on Page 18

Juniors at Stuttgart High School still want to order letter jackets, says Larry Sessions, the school's principal; they "haven't accepted the reality of [the closing] yet."

Panel Blueprint Seeks To Relate School to Work

Teacher Education and Assessments Called Key

By Lonnie Harp

WASHINGTON—Wholesale changes in teacher education, in-service training, and student assessments are key ingredients in a long-overdue transformation of the nation's schools, a Labor Department commission on workers' skill deficiencies urged last week.

Government and education officials at all levels should make teaching more engaging and active and reinforce that focus with a new generation of tests, according to the Secretary's Commission on Achieving Necessary Skills, which issued its final report after two years of study.

"The education reforms of the 1980's demonstrated that it is futile to try to wring high performance from schools by doing more of the same," argues the report, "Learning a Living: A Blueprint for High Performance."

The report calls for a new classroom approach that stresses realistic problemsolving; teamwork that extends beyond school grounds; teacher and student interaction on projects, grading, and planning; and teachers cast as team leaders and guides rather than lecturers armed with all the answers.

In presenting the final report, top offi-

Continued on Page 10

Congress Is Pressed To Employ Chapter 1 To 'Equalize' Schools

By Julie A. Miller

WASHINGTON—Lawmakers should move beyond Chapter 1's current focus on individual remediation and use the program as a tool to force state and local officials to upgrade the quality of schools that educate disadvantaged children, a panel of Chapter 1 experts has urged.

In a particularly bold move, the independent commission of educators, researchers, and child advocates recommends that federal funds be used as leverage to force states to "equalize" the resources available to school districts.

The commission, formed in 1990 by a group of child advocates, was created to make recommendations on how the Congress can improve the compensatory-education program when it is reauthorized next year.

In a brief, interim report released last week, the panel also recommends:

- Setting standards for "real-world competencies" in academic subjects and developing a new assessment system to replace the current use of standardized, norm-refer-

Continued on Page 17

National Commitment to Parent Role in Schools Sought

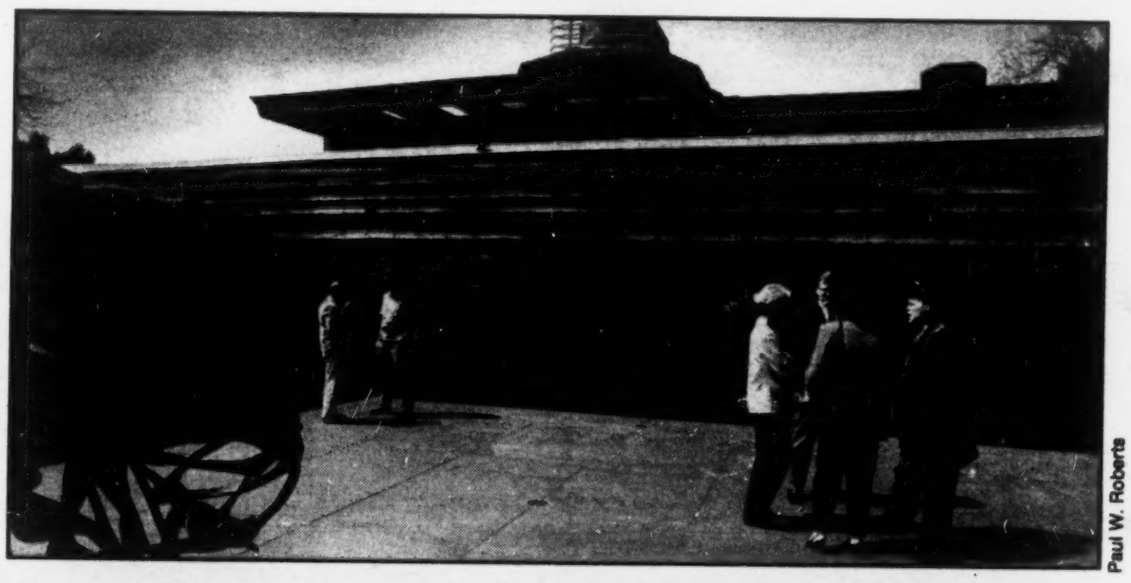
By Meg Sommerfeld

RACINE, WIS.—Improving the magnitude and quality of parental and family involvement in public schools must become a national priority, leaders of major national education associations said at a "Parental Involvement Summit" convened here last week by the National PTA.

Representatives of 23 such groups adopted a mission statement calling parental involvement "essential for the positive emotional and social development, cultural growth, and academic achievement of every child."

"As the nation focuses on educational excellence," the statement continues, "parent/family involvement must be aggressively pursued and supported by homes,

Continued on Page 11



Paul W. Roberts

Representatives of 23 groups met at the Wingspread conference center in Racine, Wis., last week to discuss ways to strengthen family involvement in schools.

Also in the news

4 **Risky Business**
Despite the risk of AIDS, nearly 20 percent of high-school students report having had four or more sex partners.

5 **On Camera**
The nation's teachers are scheduled this month to get a cable-television show all their own.

15 **Strategic Withdrawal**
Private-school groups appear to have temporarily dropped their bid for a voucher program.

IN SUMMARY

Charlotte Drops Forced Busing
After addressing the concerns of black members of the community, the Charlotte-Mecklenburg, N.C., school board has approved a plan to end the district's landmark forced-busing program. **Page 4.**

Tight-Budget Blues
Shifting policy and fiscal priorities of the federal and state governments are damaging public higher education, the presidents of 16 public colleges and universities warned last week. **Page 5.**

No Endorsements
Members of the Association for Supervision and Curriculum Development last week shied away from endorsing school choice and national standards and assessments. **Page 8.**

Teachers as 'Public Figures'
The Connecticut Supreme Court last week issued a ruling that could make it much tougher for teachers in the state to prove they have been slandered or libeled. **Page 9.**

One More Try in Texas
In an attempt to satisfy the state's supreme court, Gov. Ann W. Richards of Texas has unveiled a school-finance plan that would funnel commercial-property taxes into state coffers. **Page 12.**

Teenagers and AIDS
Federal efforts to reduce the spread among teenagers of the virus that causes AIDS have been "underfunded, uncoordinated, and largely unsuccessful," a Congressional study concludes. **Page 15.**

Commentary	19 and 28
Events	22
Federal File	15
Focus On: Administrators	6
Grants	22
Legislative Update	14
Letters	21
Marketplace	23
State Journal	13

CONVENTIONS IN PRINT
A special pullout guide to the annual convention of the International Reading Association.
Begins opposite Page 14.

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ACROSS THE NATION

NATIONAL

School Spending, Teacher Salaries Up Slightly, N.E.A. Report Finds

Although per-pupil spending and teacher salaries are both higher this school year than last year, the increases are the smallest in a decade, according to figures released last week by the National Education Association.

"Signs of fiscal belt tightening and the recession are clearly evident in the trend of school expenditures," the N.E.A.'s president, Keith B. Geiger, said in releasing the union's 50th annual compilation of education data.

Based on information supplied by state departments of education, "Estimates of School Statistics 1991-92" includes figures on student enrollment, school employment, teacher salaries, spending on education, and other information about public schools.

According to the report, education expenditures increased 5.8 percent in 1991-92, but per-pupil spending rose just 4.5 percent, to $5,452, because of growing student enrollment.

Total public-school enrollment for 1991-92 reached 41.8 million, with elementary-school students accounting for the vast majority of the 638,000-student increase.

This year's average salary for the nation's 2.4 million public-school teachers is $34,413, the report found. That figure represents a 4.4 percent increase over last year's and is the smallest salary increase in 10 years. Average teacher salaries vary widely among the states, from a high of $47,300 in Connecticut to a low of $23,300 in South Dakota.

Noting that overall state spending on education dropped, Mr. Geiger called for increased federal spending.

"We can't sugarcoat the issue and say that school reform doesn't take money," he said. "It's time to start talking straight about what the level of federal investment should be."

The federal government's share of school spending, the N.E.A. reports, stands at 6.2 percent.

■ **The American Federation of Teachers announced plans last week to lobby state legislatures to provide training and legal guidelines for school workers who must care for increasing numbers of students with serious medical needs.**

The growing presence of such "medically fragile" students has forced educators to take on new responsibilities. Teachers and paraprofessionals are administering medications to children, inserting feeding and catheter tubes, and changing diapers—often with no training, the union says.

"The Congress and the courts have mandated that the public schools care for medically fragile children, yet no one ever said how to do this," said Loretta Johnson, a union vice president. The group is distributing proposed guidelines on the subject to its affiliates and lawmakers in the states. ■

STATES

Vermont Educators Weigh Draft Of 'Common Core' of Learning

Educators and citizens in Vermont have begun circulating a draft outline for what students in that state should "know and be able to do" upon leaving high school.

The document, known as the "Common Core of Learning Curriculum," is based on recommendations from more than 1,200 residents attending regional forums on the subject held over the last 12 months.

Like a similar effort in neighboring Maine, Vermont's "Common Core" does not separate learning by traditional academic subjects. Rather, it sets down learning goals in broader areas, such as reasoning and problem-solving, communication, and "global stewardship."

The document notes, for example, that students should be able to "make number sense" and to know how to use "libraries and other sources of knowledge and information." And it specifies values and attitudes schools should also seek to impart to their students.

Unlike with Maine's "Common Core," however, educators in Vermont said they do not plan to have a final draft of their voluntary learning outcomes.

"This is an evolving draft," said Steven Gross, the director of the project and the chief of the state department of education's curriculum and instruction unit. ■

DISTRICTS

New York Union Chief Proposes 'Master Teacher' Program

Sandra Feldman, the president of the United Federation of Teachers, has called for creating a new category of "master teachers" who would be paid more than other teachers in New York City.

To establish advanced standards for these teachers and certify that they have met them, Ms. Feldman proposed creating a commission for professional teaching standards that would model itself after the National Board for Professional Teaching Standards.

In her remarks April 4 at the union's spring conference, Ms. Feldman said such a system would be "objective," thus distinguishing it from "the wholly discredited concept of merit pay."

Such a system would reward experienced teachers and provide an incentive for them to continue teaching, she said, noting that the city is projected to need an additional 15,000 teachers in the next eight years.

Union officials said they hoped the proposal would be considered during contract negotiations. New York City teachers have been working without a contract since September.

■ **A New York City high-school senior accused of cheating on the Scholastic Aptitude Test has filed a lawsuit against the Educational Testing Service,** the organization that administers the test.

Brian Dalton, an 18-year-old student at Holy Cross High School in Queens, took the S.A.T. in May and November of last year. His November combined score was 1,030, up from a score of 620 in May.

An E.T.S. review board subsequently noti-

One for the Record Books

Five students at Ysleta High School in El Paso have made history by being the largest single group of Hispanic students from a general-attendance public high school to gain admission to the prestigious Massachusetts Institute of Technology.

The news reached Alicia Ayala, David Villarreal, Jesus A. Martinez, Enrique E. Arzaga, and Liliana Ramirez at the end of March, said Roger Parks, the school's principal.

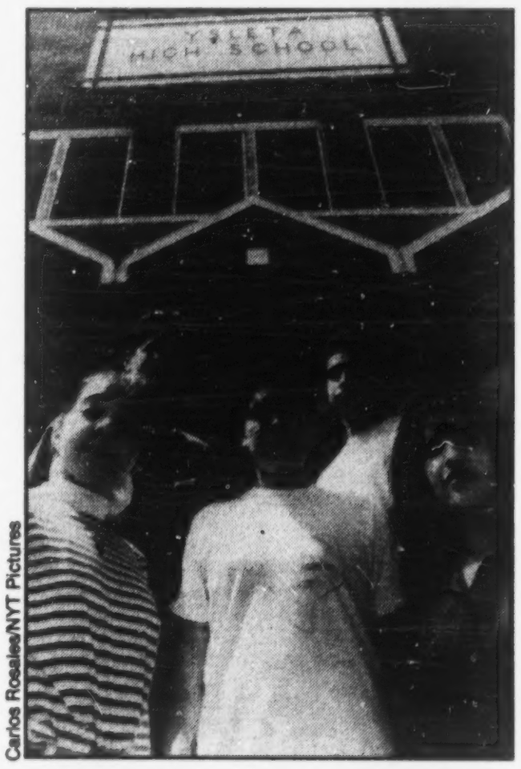
Admission to the school is highly competitive, said Joe Jasso, the assistant director of admissions at M.I.T., and most years only 1,000 out of 7,000 applicants are accepted. Race and ethnicity are not considered in reviewing candidates.

Ninety-six percent of Ysleta students are Hispanic, and the school is located in a crime- and drug-ridden part of the city. Nevetheless, other graduates of the school, including last year's salutatorian, also a Hispanic student of immigrant parents, have gone on to M.I.T., the principal said.

The students, along with 10 others from area schools, were chosen out of 55 applicants in the El Paso area who were interviewed by Tony Marquez, a local dentist and M.I.T. alumnus.

"I am very impressed with these kids," Mr. Marquez said. "They are coming from underprivileged families and are headed toward one of the most prestigious schools in the country."

Lillian Ramirez, one of the five, could not speak English when she emigrated from Mexico three years ago.



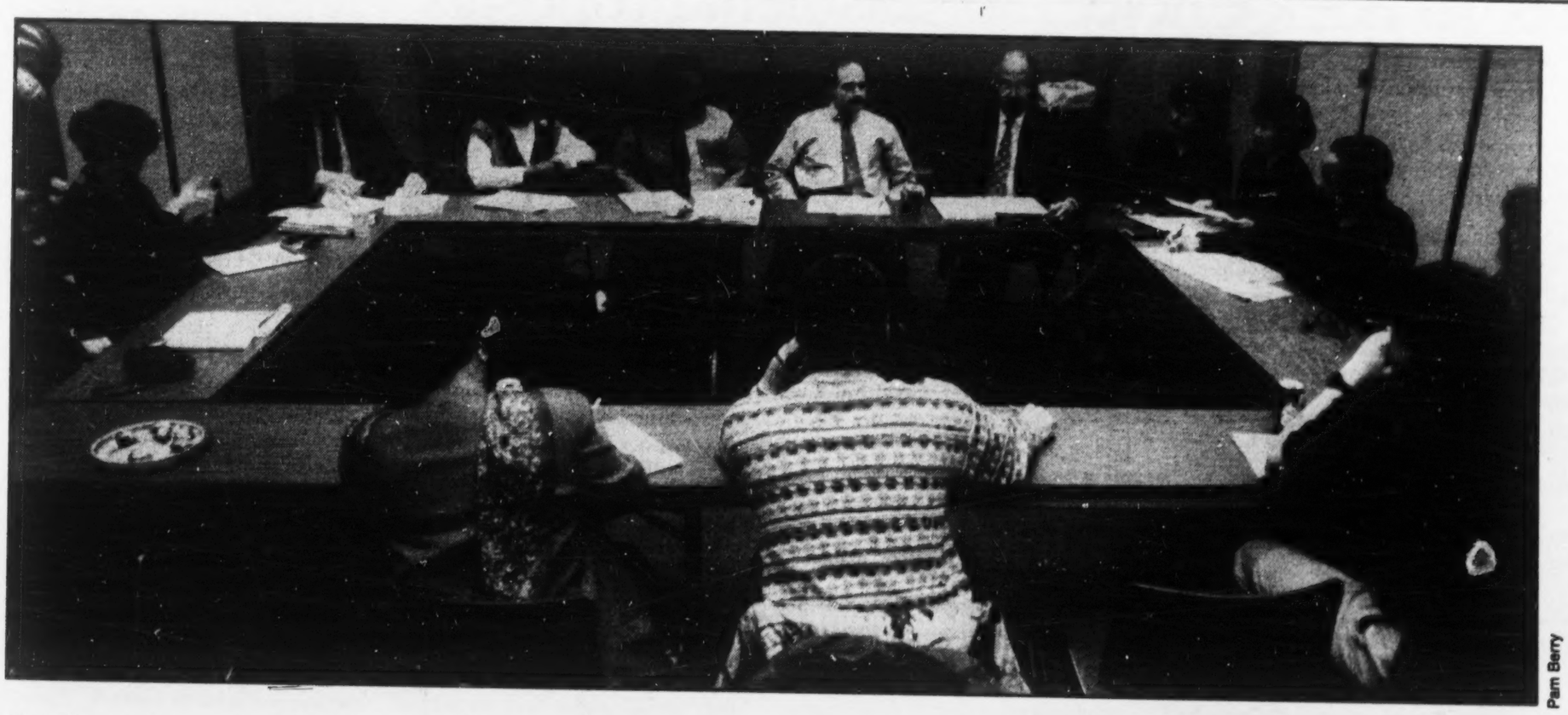
Carlos Rosales/NYT Pictures

Five students from Ysleta High School in El Paso—from left, Alicia Ayala, David Villarreal, Jesus A. Martinez, Enrique E. Arzaga, and Liliana Ramirez—are among the approximately 1,000 accepted to the Massachusetts Institute of Technology this year.

The five students say they aim to be engineers or computer analysts. Mr. Parks credited two teachers—Paul Cain, a computer-mathematics instructor, and Charles Hawkins, a physics teacher—with inspiring them.

"They are highly motivated kids with strong parental support," Mr. Parks said. "They are marvelous students and we have more like them."

—V.L.J.



Pam Berry

Students in Harvard's Urban Superintendents Program describe the real-life experiences they gained from recently completed internships in which they helped run big-city school districts. Superintendents need to be visionary, says Robert S. Peterkin, the program's director, but they also need "the skills to bring that vision through."

the Harvard program also addresses broader issues, such as how to act responsibly while surviving politically.

"It would be foolish for somebody to take on the superintendency today who did not know how to think politically," says Susan Moore Johnson, a professor of education at Harvard who sits on the program's steering committee.

"You have to blend ideals with politics or you are not going to make it" adds Jerome Murphy, also a professor of education and a steering committee member, who says he tries to teach "politics in the pursuit of noble ends."

The program makes extensive use of case studies, with instructors throwing difficult hypothetical problems in the laps of their students and asking them to come up with the best realistic solutions.

Through such case studies and lectures by outside experts, the students learn, for example, how they should deal with student protests, or maintain good relations with the school board and city hall, or even leave their jobs when they think they cannot be effective any more.

The students put their newly acquired skills to the test through internships, where they take experienced superintendents as mentors, become heavily involved in the operation of their mentors' districts, and attempt to help bring about positive educational change.

A member of the first cohort, Douglass Ann Kinkade, who interned under Peter Negroni, the superintendent of the Springfield, Mass., school district, says her internship gave her a chance to sit in on labor negotiations, work with state committees examining school finance, and take tips from Mr. Negroni on dealing with the media.

"My internship hit on all of the areas that I needed to work on," Ms. Kinkade says.

Mr. Negroni, who went from being a principal to being a superintendent without having any formal training for the superintendency, says that he wishes a similar program had been around to prepare him for the growing complexity of his job.

"Most of us have not been trained to be transformational leaders," Mr. Negroni says. "We have been trained to be status-quo leaders."

"There are very few systems in America—I don't know of one—where you can go in and say, 'Everything is okay, you don't have to change anything,' " Mr. Negroni asserts. "Every time you enter the superintendency, you know you have to go in as a change agent."

'A Solid Group'

More than 70 percent of the students in the Harvard program are women, and almost 80 percent are minorities, a reflection of the program's express commitment to increase the representation of these groups in the field.

Nationally, by contrast, women and minorities, respectively, hold fewer than 8 percent and 5 percent of superintendencies.

"The reality is that many places are not ready for women or people of color" to be their school superintendent, contends Janice E. Jackson, one of the second cohort of students to enter the Harvard program.

Ms. Jackson and her cohorts acknowledge that their graduation from Harvard will not guarantee them jobs. But they predict that their degree would significantly speed their rise through the ranks of urban-district administrations.

When the first graduates of the Harvard program enter the field this year, they hope to stay in contact so they can swap advice and help each other's careers.

Mr. Peterkin says the program deliberately encourages each cohort of students to form a support network as they deal with the tough criticisms and the pressures of becoming a full-time student in mid-career.

"It is not usual procedure to call on another superintendent," Mr. Peterkin says. But the graduates of the Harvard program, he said, "will be unafraid to discuss the biggest success or the most critical problem with each other."

"We are bonded," says Virginia Lawrence Mayo, a member of the first group of students to go through the program.

"We are a solid group," she says. "We will always have this network to draw on." ■

Q. Having gone through this interview and selection process involving so many people, do you think it's made your job easier because people already knew you better than someone selected by the central office?

A. Oh, yeah. I think it makes it easier. A parent was interviewed on television the other day, and she said, "Well, we feel that since we're the ones who chose him, we have to support him."

Then one of the reporters asked me off-camera if they could fire me because they selected me. And I told him I thought it would be difficult because the district would turn to the parents and say, "You were the ones who picked the guy, we didn't pick him."

I was also thinking that one of the problems with the process could be if it ever boiled down to two people who were up for the job, and there were two factions in the school—say the parents wanted this one and the teachers wanted that one. Then whichever one was selected, it would be like in an election; those people who are supporting Brown are not going to be too happy when Clinton gets in there.

Q. Is this something that's feasible for larger schools?

A. I don't think it is feasible unless you run into a school in which you have a large number of parents involved, as we do here. Say we had 100 people at the meeting—there had to be at least 50 or 60 parents there. Out of 400 students, that's a pretty high percentage.

At a lot of schools, I've noticed that they have a lot of involvement of staff, but they don't have parent involvement. So quite often the staff does the selecting, not the parents. At the school I came from, there was a student body of about 2,000, and we might get 10 parents out.

The problem in L.A. is that our schools are so large. This school is one of the rarities. We've got junior-high schools with around 4,000 students, and to me, it would be very hard to work with this kind of process.

Q. In other words, people shouldn't be looking to imitate this just because it seemed to work at your school?

A. Right. This is a unique situation. At one conference I went to, a woman was talking about what they had done at her school, and she said, "If you take this and put it in your school, I can guarantee you it will fail."

Everyone looked at her, and she said, "That's because it's unique to our community." So if anyone wanted to use this method at a large school, they would have to make some modifications. ■

DIMENSIONS

Degrees in Educational Administration, 1987-88

Field of study	Bachelor's degrees requiring 4 or 5 years			Master's degrees			Doctoral degrees (Ph.D., Ed.D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Education administration, total	9	0	9	9,586	4,008	5,578	1,870	956	914
Education administration, general	1	0	1	6,043	2,623	3,420	1,319	667	653
Administration of special education	3	0	3	16	3	13	11	2	9
Adult and continuing education administration	0	0	0	142	44	98	38	18	20
Education supervision	0	0	0	805	251	554	29	9	20
Elementary and secondary education administration	5	0	5	1,484	723	761	51	32	19
Higher-education administration	0	0	0	268	100	168	299	138	161
Community-college education administration	0	0	0	98	49	49	5	1	4
Educational administration, other	0	0	0	525	215	310	127	69	58

SOURCE: National Center for Education Statistics